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BASIC EDUCATION FOR ADULTS, A REPORT OF THE CALIFORNIA STATE COMMITTEE ON BASIC EDUCATION.

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ADULT BASIC EDUCATION ENCOMPASSES FOUR STAGES--(1) INTRODUCTORY, FOR THE ILLITERATE WHO IS LEARNING TO READ BUT WHO MUST ALSO LEARN TO LISTEN AND COMMUNICATE, (2) ELEMENTARY, FOR THOSE WITH A FOUNDATION IN COMMUNICATION SKILLS WHO MUST DEVELOP VOCABULARY AND SOCIAL COMPETENCIES AND EXPLORE OCCUPATIONAL INTERESTS, (3) INTERMEDIATE, WITH EMPHASIS ON FURTHER SKILL DEVELOPMENT BASED ON INDIVIDUAL EDUCATIONAL AND OCCUPATIONAL GOALS, AND (4) DEVELOPMENTAL, WITH COURSES LEADING TO HIGH SCHOOL DIPLOMA AND VOCATIONAL TRAINING. READINESS FOR EACH STAGE CAN BE ASSESSED INFORMALLY, THROUGH NONSTANDARD, TEACHER-MADE TESTS, OR THROUGH STANDARD TESTS. PROGRAMS CAN BE HELD IN SCHOOLS OR ELSEWHERE, BUT THE SITE MUST BE ACCESSIBLE, WITH ROOM FOR SMALL GROUP INSTRUCTION AND INDIVIDUAL WORK. A VARIETY OF TEACHING METHODS MAY BE USED WITHIN THE LAWS OF ADULT LEARNING. (THE INSTRUCTIONAL PROGRAM IS OUTLINED FOR ORAL AND WRITTEN COMMUNICATION, MATHEMATICS, SOCIAL SCIENCES, OCCUPATIONAL PLANNING, DEVELOPMENT OF SELF, AND VOCATIONAL TRAINING. SKILLS AND ACTIVITIES ARE PRESENTED FOR EACH STAGE. THE LIST OF INSTRUCTIONAL AIDS, SCREENED BY THE COMMITTEE IN 1963, INCLUDES TEXTBOOKS, FILMS AND FILMSTRIPS, AIDS FOR TEACHING HANDWRITING AND LISTENING SKILLS, READABILITY FORMULAS, ACHIEVEMENT TESTS, AND PROGRAMED MATERIALS.) (AJ)

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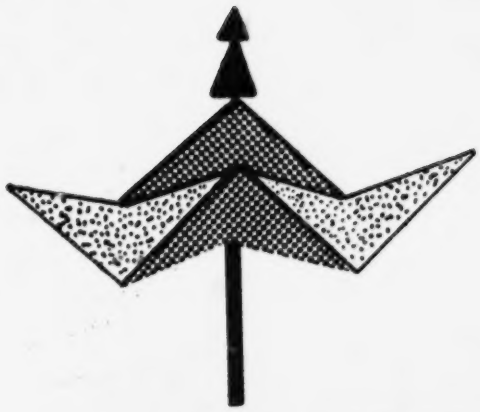

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CALIFORNIA STATE DEPARTMENT OF EDUCATION
MAX RAFFERTY, Superintendent of Public Instruction
SACRAMENTO—1967

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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BASIC EDUCATION FOR ADULTS

A REPORT OF THE

CALIFORNIA STATE COMMITTEE ON BASIC EDUCATION

Prepared Under the Direction of the
BUREAU OF ADULT EDUCATION
by

LAWRENCE E. KOEHLER
Consultant and Committee Chairman

PREFACE

This material on basic education for adults is intended to be practical, functional, and flexible. Written primarily for teachers, it also includes information for administrators and supervisors. It indicates, in a sequential presentation, areas of concern in planning, establishing, and evaluating classes for adults with special educational handicaps.

Hopefully, this publication will serve as a source of effective practices to assist in the development of methods and materials appropriate for older youth and adults in elementary education, high school subjects, and with minor adaptations in English as a second language, and Citizenship. It will also afford an opportunity for districts to evaluate or reappraise the counseling and guidance services essential to those who are not easily measured on available testing instruments.

A statewide committee was established by the Bureau of Adult Education in January, 1964, to assist in the development of this publication. The statewide committee was divided into three subcommittees to formulate general objectives for the program. Reports from the three subcommittees were synthesized and circulated to all members of the statewide committee, which convened on July 31, 1964, to define and organize the content of this publication.

Members of the statewide committee were:

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Personnel representing the State Department of Education on the statewide committee were:

Eugene DeGabriele, Consultant in Adult Education
Lawrence Koehler, Consultant in Adult Education, Committee Chairman
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Stanley Sworder, Chief, Bureau of Adult Education

The following participants in the 1964 Santa Barbara Workshop section in Basic Education for Adults also contributed to the July 31, 1964, organization of this publication:

Mrs. Valy Alvarez, Teacher, San Jose
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The materials were then prepared by the Bureau of Adult Education for publication. The outline was considered to be the most practical format for instructors because it would stimulate their initiative in formulating guidelines for their classes for the undereducated. Additions and changes will occur as school districts further develop and individualize instructional approaches.

Chapter 10 is a selected list of references screened by members of the committee with the level of material noted.

The committee will sincerely appreciate suggestions from those who use this draft. Suggestions should be sent to the Bureau of Adult Education, State Department of Education, 721 Capitol Mall, Sacramento, California 95814.

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Associate Superintendent of Public Instruction and
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Chapter 1

BASIC EDUCATION--BACKGROUND FOR FURTHER LEARNING

I. What is Basic Education?

Basic education is essential learning that enables persons to progress from the fundamentals to more advanced levels of learning. It is basic to each stage of learning that requires proficiency in order to perform effectively as workers, parents, and citizens. These stages of learning, referred to in this publication, are four: introductory, elementary, intermediate, and developmental. The introductory stage is for the illiterate who is learning to read, but who must also learn to listen and communicate. The elementary stage is for those who have a foundation in communication skills. The intermediate and developmental stages stress mastery of skills in communications, mathematics, and social sciences, and occupational and educational objectives as well.

II. How Will Basic Education Benefit the Student?

People who lack basic education are often without marketable skills--further, they are likely to be the last to be hired, the first to be fired, and the least able to husband their resources until they can find employment again. Consequently, they need a "tailor-made" course of studies and a "tailor-made" setting for it.

Basic education provides training in basic skill subjects which will equip the adult to lead a more successful life. This type of adult education provides learning experiences and training to persons who have educational, socioeconomic, and other handicaps in order that they may succeed as parents, workers, and citizens.

III. How Will Basic Education Benefit the Employer and the Community?

California is changing rapidly in size of population and in its economy. The state's economy is increasingly based on light industry and business. Our manpower needs require a higher educational level. Through adult education the individual can improve his employment opportunities and function better as a citizen.

New and changing educational needs must be met through updating adult education curriculums. School districts must concern themselves with the general education and training in occupational skills for the educationally handicapped adults so

that they may be made partially or wholly self-supporting. School districts must concern themselves also with the adaptation of the curriculum for basic education, retrieving school dropouts for high school graduation and vocational training. With these developments, both prospective employees and the community will be benefited.

In a state in which $800 million a year currently is spent on welfare programs, and an expense of $1 billion is forecast, the rewards are great in a program which can take unemployed or unemployable persons and make earning, productive, contributing citizens of them. Districts might jeopardize the program by halfway measures or halfhearted plans. The comparative costs of a good program are minimal in terms of the additional taxes from workers and the savings in welfare, law enforcement, and unemployment insurance benefits which can result from effective basic education for unemployable adults.

As interest increases and funds become available from district, state, and federal sources, public schools must move rapidly into adult programs to raise both the unemployed and the undereducated to an educational level acceptable for vocational training and gainful employment. It is because of the desire on the part of school districts to do more in basic education and because of the leadership role of the Bureau of Adult Education that more curriculum materials and increased services are anticipated.

Chapter 2

WHAT ARE THE FOUR STAGES OF ADULT BASIC EDUCATION?

Those who work with undereducated adults use terminology which may not be used in other areas of education or possibly does not coincide with terms used in state or federal publications. Clarification of terms is essential to all who use this publication. In this publication "functional illiterate," for example--as opposed to an "illiterate," who cannot read or write in any language--means one who lacks sufficient skill to read, write, or speak English at the fifth grade level.[1] Another term, "achievement level," means academic or vocational skill as measured by a testing program.

Most important in the use of terminology is the understanding of four stages of adult education. Adults who want to achieve an adequate education eventually must master all stages; however, they may enroll in an educational program in any one of the four stages described in the following outline. The introductory and elementary stages comprise what is usually thought of as "basic education." The intermediate and developmental stages parallel junior and senior high school levels.

I. Introductory Stage

The introductory stage of basic education for adults parallels, but is not the same as, the primary level of instruction in the elementary school. Adults who are functionally illiterate have other tasks in addition to learning to read. These other tasks involve the development of self-confidence and social competence. The curriculum of the introductory stage consists of:

A. Communication skills--reading, writing, vocabulary development, spelling, listening, speaking, and participation in discussion groups.

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[1]Although completion of five years or more of school does not ensure functional literacy, research suggests that individuals who have completed the fourth grade are less likely to be illiterate than those who have completed fewer grades. Completion of the fourth grade is generally used by the Bureau of Census as a rule of thumb in determining the extent of illiteracy among adults of the United States.

B. Mathematical skills--number recognition, number concepts, and usages.

C. Social competencies--work habits, human relations, and personal development.

D. Occupational exploration--information on seeking, securing, and maintaining employment.

II. Elementary Stage

The elementary stage builds upon those skills, understandings, and attitudes acquired in the introductory stage. With this foundation, students develop vocabulary comprehension and accelerated learning that parallels, but is not the same as, the educational content of grades four through six. The curriculum includes:

A. Communication skills--listening, speaking, improvement of reading; development of writing and vocabulary; increase in spelling skills.

B. Mathematical skills--development and review of computational skills; learning of mathematical concepts involving time, money, measurement, etc.; and application of mathematical skills to the solution of problems common in adult life.

C. Social competencies--work habits, human relations, and further personal development.

D. Occupational exploration--student aspirations and information on seeking, securing, and maintaining employment.

III. Intermediate Stage

Upon reaching the intermediate stage, adults have mastered the fundamental skills in communication and mathematics. This stage parallels, but is not the same as, grades seven and eight of the elementary school or junior high school. Emphasis is given to the further development and expansion of understandings, skills and knowledge. The further development of skills depends upon the individual students and their occupational and educational objectives. This stage can culminate in an elementary certificate or diploma. The curriculum includes:

A. Communication skills--the development of critical awareness, depth of meaning, reading speed and comprehension, and further vocabulary development. Attention is given to the developing of good study habits.

B. Mathematical skills--further application of mathematical skills and problem-solving skills to the problems of everyday life, especially problems to be solved in work settings.

C. Social competencies--work habits, personal development, and improved human relations.

D. History and government.

E. Consideration of vocational goals.

IV. Developmental Stage

The developmental stage is an advanced, broadened program designed to assist in the mastery, refinement, or review of academic, occupational, and social skills. This stage involves the completion of certificate programs, high school diploma programs, and occupational training or retraining. Attention is given to the wide range of individual differences found in the group. The curriculum includes:

A. Courses that provide training for employment or job-level proficiency.

B. Courses leading to the high school diploma.

C. Courses for the purpose of review for specific job training or retraining.

D. Courses for the purpose of enhancing the educational experiences of the individual.

Chapter 3

WHO IS RESPONSIBLE FOR PLANNING, ESTABLISHING, AND OPERATING BASIC EDUCATION PROGRAMS?

I. Who Plans the Basic Education Program in the Community?

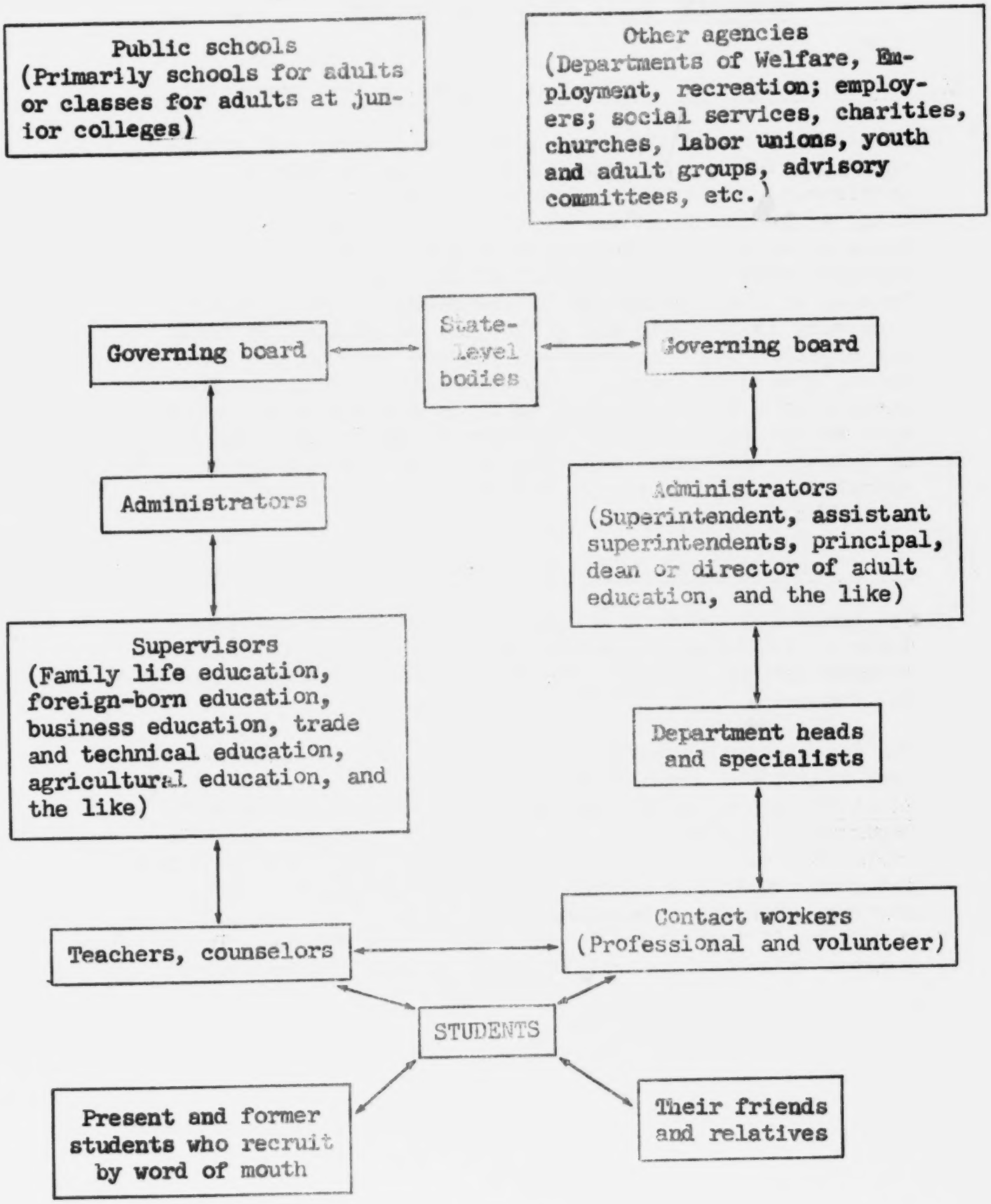
Plans for a community basic education program can originate in a variety of ways. Requests can be made by interested groups inside and outside the field of education; an adult education advisory council; or the administrator of an adult education program, his staff, the superintendent, and the school district governing board. Because of their awareness of the needs in basic education many individuals and groups may originate the plans for establishing a program and propose them to the local school governing board and administrator. Requests frequently come from community agencies outside of education, such as the Department of Employment and the Department of Welfare, and these departments cooperate with adult educators in planning well-rounded programs of basic education and vocational rehabilitation.

II. Who Establishes and Operates the Basic Education Program?

The governing board of a high school or junior college district establishes the program. The extent of the program depends upon its feasibility and financing within the community.

The administrator operates the program in accordance with law, rules, and regulations compiled in the Handbook on Adult Education in California, a publication of the State Department of Education, and school district policy. The administrator is directly responsible for all instructional programs within his school. It is through team effort, however, with the supervisor, the teacher, and the counseling staff that there is maximum accomplishment. The diagram indicates the relationship of each to the student.

The Team Effort in Basic Education


Public schools
(Primarily schools for adults or classes for adults at junior colleges)
Other agencies
(Departments of Welfare, Employment, recreation; employers; social services, charities, churches, labor unions, youth and adult groups, advisory committees, etc.)
Governing board
State-level bodies
Governing board
Administrators
Administrators
(Superintendent, assistant superintendents, principal, dean or director of adult education, and the like)
Supervisors
(Family life education, foreign-born education, business education, trade and technical education, agricultural education, and the like)
Department heads and specialists
Teachers, counselors
Contact workers
(Professional and volunteer)
STUDENTS
Present and former students who recruit by word of mouth
Their friends and relatives

III. What Are Desirable Qualifications of Supervisors and Administrators?

A. Professional training

1. A bachelor's degree, at minimum
2. Familiarity with the field of adult education
3. Familiarity with the field of social welfare

B. Experience (one of the following)

1. Experience as adult school principal
2. Experience as principal of an elementary school
3. Experience as teacher in an elementary school
4. Experience in general supervision

C. Personal characteristics

1. Intelligence
2. Leadership
3. Empathy toward adult students
4. Organization
5. Cordiality
6. Dedication
7. Resourcefulness
8. Stamina
9. Initiative
10. Operational flexibility

D. Other special qualifications

1. Has enough time to do the work efficiently; not someone who has conflicting and incompatible responsibilities
2. Knows the needs for material and can get the necessary equipment, supplies, books, and other instructional necessities
3. Has the skills necessary to give effective personal guidance and assistance to teachers
4. Has the ability to understand, and to interpret to his staff and the public, the special problems of adults who need basic education

Chapter 4

WHAT ARE SOME OF THE CHARACTERISTICS OF ADULT STUDENTS IN BASIC EDUCATION CLASSES?

Adult students in need of basic education often have negative attitudes that must be overcome before they can learn. The teacher, counselor, and administrator must be aware of these attitudes and prepared to cope with them.

I. They May Have Negative Feelings About School

- A. May have a deep-seated fear, suspicion, and contempt of schools.
- B. May have a feeling of inadequacy because of their lack of formal schooling.
- C. Are likely to feel embarrassed when they first return to school.

II. Their Previous School Experience Was Inadequate

- A. May have been away from school for a long time.
- B. May have little or no formal schooling.

III. They Deserve Respect

- A. Are to be treated as mature adults.
- B. May have home, church, and community responsibilities.
- C. May welcome and utilize information and counsel.

IV. They Are Individuals

- A. Have a multiplicity of personal, educational, and vocational experiences, which may include unemployment.
- B. May differ widely in age, job experiences, social background, motivations for study, and goals from other students in the groups with which placed.
- C. They have homes and families that usually include a wife and children; may come from one-parent homes.

D. May have other responsibilities competing with education for their time and interest.

E. May be listless, downtrodden, beaten; may have almost lost hope, self-respect, faith in themselves and in humanity.

V. Their Abilities Do Not Indicate Their Potential

A. May have little or no ability to read, write, compute, or be acceptable to an employer.

B. Are assumed to have potentialities.

VI. They Have Many Needs

A. Often need realistic occupational goals.

B. Need and appreciate the teacher's friendly interest, praise, patience, and encouragement.

C. Need the confidence to learn.

D. Need the satisfaction of achievement.

E. Need to be comfortable while learning.

F. Need and appreciate a clear, well-planned learning experience.

G. Need to increase their social skills so as to be more acceptable on job.

Chapter 5

HOW CAN STUDENTS BE ASSESSED FOR THEIR READINESS FOR THE VARIOUS STAGES OF BASIC EDUCATION AND FOR PROMOTION TO HIGHER STAGES?

This chapter contains primarily broad suggestions on how to evaluate the student so he can respond to the best of his ability. Attempts at assessing are the first steps in gaining the student's acceptance and eventually producing an individual capable of becoming a better citizen, homemaker, and employee.

I. Informal Assessment

The readiness of adult students for a specific stage or subject in basic education should be assessed informally at or before the time of enrollment. They should be re-assessed as they approach readiness for a higher stage or added subject. Whenever possible, first secure an adult's self-assessment. It will likely be more modest than is justified but will also reveal hopes, fears, and goals. Adults who are strangers to adult schools and testing should wait until readiness to take formal tests has been established through an orientation or counseling program.

A. Adults who enroll on their own initiative or on the urging of relatives or friends will need to be assessed by those who serve as the receptionists of the adult school. These could be the principal, dean, counselor, or basic education teachers of subjects or of the orientation program.

B. Adults who enroll on the urging of employers or workers for the many agencies which may cooperate in recruitment have already been somewhat assessed by those who have persuaded them to try classes for adults. Such assessments should be passed on promptly to the school. Literacy or adult education advisers in the community may assess the readiness of their referrals very well with a little guidance and practice, under circumstances of mutual trust and privacy which may be much better for the students than the environments in the public school. Simple yet significant tryout materials can be provided to referring agents for oral or written use if the adult prospects seem ready to do some reading and writing; tryout materials allow prospective students to become familiar with test-taking.

C. Adults who first enroll in private tutorial instruction with volunteer teachers are assessed by such teachers. When the time comes for such adults to transfer to more formal classes, the recommendations of their teachers should come with them to the adult school receptionists.

II. Nonstandard Tests

Whether informal or formal testing is attempted, it is far better to start with easier material ensuring initial success and then work up to the individual's ceiling than to stumble into tests which are too hard (thus ensuring the student's initial failure) and then to work down to materials the student can handle.

Teacher-made tests on familiar materials can help most adult students to welcome testing as an opportunity for self-assessment. Taking photographs and having them developed and printed is analogous to using tests to picture the results of learning. The prospect of receiving recognition for achievement, as confirmed by tests, both for students and for the teacher, may create interest in the taking of the tests. The prospect of qualifying for occupational training or for coveted diplomas and certificates, which open other doors to opportunity, often diminishes any anxiety associated with tests.

III. Standard Tests

Among the tests on general education subjects organized by suitable levels (primary, elementary, junior high school, and high school) are the California Achievement Tests, Stanford Achievement Tests, Iowa Achievement Tests, and many others, whose norms match day school achievements by adequate samplings of children. Norms for adults by basic education stages may be produced before long by the larger adult education programs. Adult schools may secure more valid scores for achievement if time limits are omitted.

Some of the problems in administering tests in basic education classes are difficult because of the following:

A. This is perhaps the first time the students have taken a test or used a pencil and paper and, therefore, explanations must be repeated over and over.

B. Proctors are needed to assist with even simple mechanics.

C. The proctors or the examiner needs to be alert and informed in order to answer even the most elementary question. Many of those being tested arrive late, bring their children, don't keep the appointment, or arrive "feeling ill." The proctor or examiner must attempt at all times to make the persons being tested comfortable, at ease, and aware of the performance expected on the test.

If these suggestions are followed, the response can be excellent. On the other hand, taking a test can be an unforgettable experience for students unaccustomed to conditions familiar to the better educated.

Chapter 6

WHAT ARE THE CHARACTERISTICS AND QUALIFICATIONS OF GOOD TEACHERS AND WHERE CAN THEY BE FOUND?

In general, teachers for basic education may be employed to better advantage if "the job seeks the man" (or woman) instead of depending mainly upon applicants who seek the job. In either case the teachers chosen should meet "good" to "high" standards of readiness, and the position should be offered first to the person with the most promise. If none of the available applicants seems well suited to teach, it may be better to postpone opening a class until a suitable teacher is found.

Credentials for teaching designated subjects to adults have college unit requirements for academic teaching subjects. Directors of adult schools and those in charge of classes for adults have much wider leeway in selecting good prospective teachers who can be credentialed in California than do the principals of day schools and directors of junior colleges. It is well that this is so. Otherwise, many excellent teachers who are happy with part-time teaching would be denied to programs for adults.

I. Sources for Teachers of Basic Education

A. Former teachers (e.g., homemakers and retired teachers) now ready to accept part-time employment as teachers of adults.

B. Former adult students who have been well educated when they enrolled or have continued their educations successfully but retained their insight into the problems and hopes of other adult students. Some highly successful teachers have been produced in courses which later they conduct. Many who took courses at higher levels can adapt to teaching basic education.

C. Persons recommended by active teachers and those about to retire from adult teaching. Teachers experienced in conducting given subjects to certain types of students are often in the best position to nominate the best suited person to succeed them. If a partner teacher is needed to share a growing student load, the overburdened teacher often knows just who could step in with the least confusion.

D. Elementary and junior high school principals, supervisors and department heads, and the like, often can nominate persons whose characteristics give promise of success in teaching basic education to adults.

E. Nonschool sources.

1. Other professionals (e.g., social workers, registered nurses, public health nurses, many kinds of licensed technicians, and the like) have been successful in teaching. Many have not only turned successfully to teaching in their major fields but have also come in contact with the adults who need basic education and can adapt very well to teaching them.

2. Volunteers with good general educations who have helped adults to learn basic subjects in their homes or the homes of their students and those who have taught in the programs of other agencies. Volunteers may do well if carefully selected and inducted into public school teaching.

3. Foremen, supervisors, and personnel workers in business and industry who have helped adults to learn on the job. These persons also have the knack for bringing students from functional illiteracy to high levels of general education or to take those who have functional literacy and prepare them for employment.

In brief, good teachers are to be found in many ways and in many places, many of them outside the well-worn channels used by day school and junior college programs. Care should be taken to induct the teachers of their adults so that they will succeed and know when they have succeeded.

II. Desirable Teacher Characteristics

A. Enthusiasm, warmth of personality, and sincerity

B. Knowledge of subject matter and of different approaches to the differing learning situations of various students

C. A wide range of interests

D. Fairness in all dealings with all students

E. Appreciation of student interests and accomplishments and readiness to suggest feasible ambitions to students

F. Freedom for this teaching project; not too busy with other responsibilities and interests

G. Patience with students and with self during the slow beginning periods of learning

H. Ability to keep the class in order and yet not be unduly strict about unimportant things; to keep the class on the track, while varying teaching and student work to suit their abilities

III. Experience

A. Experience is desirable, but it may have to be gained on the basic education job

B. The number of years of experience is not of prime importance

C. Teaching of adults where some reading was involved is helpful

D. Teaching of primary grade children, while good experience for lesson content, may have to be reoriented to be suitable for adults

IV. Professional Training

A. A bachelor's degree or equivalent or three years of college plus special training in teaching reading and other basic subjects (preferably primary) is mandatory

B. Courses in principles and methods and materials of adult education are required by state law

C. Training in teaching of reading is mandatory

D. Training in teaching of spelling, penmanship, and arithmetic is desirable

E. Training or experience in counseling and guidance is helpful, but not mandatory

Chapter 7

WHERE SHOULD PROGRAMS OF BASIC EDUCATION BE HELD?

The hopes for a program are reflected in the structure in which it is located. Some of the attitudes of good workers include pride in workmanship, enthusiasm, and concern for being useful. The proper setting can begin to develop these attitudes in adults entering the basic education program. The neighborhood and the site selected should not be second rate and run down. Students should feel that they are part of a promising experience rather than that they are being stuck away in some corner as useless and unwanted. The site and the environment are symbols either of promise or of hopelessness.

Schools and schoolrooms, therefore, should be one of the first considerations in planning basic education programs. As the ideal facility and location are visualized, the following factors should be kept in mind.

I. Nonschool Location -- Pros and Cons

Since the vacant space available in most school buildings is limited and because the size of basic education programs changes as the size of labor force and labor market changes, school districts might consider renting or leasing space rather than placing the program in a currently owned vacant space. If building rental is partly or completely reimbursable as a program cost, rented or leased space may be advisable.

School campus site can be questioned on grounds other than those of space and cost. Many potential basic education students have had unsuccessful experiences in school, and they may respond positively to a nonschool site, feeling they are getting a fresh start. On the other hand, some adults may gain a greater feeling of accomplishment and satisfaction by identifying their learning experiences with the school building. If their early experiences were not of a negative nature, continuation in a school setting may achieve a richer fulfillment of their educational goals by imparting a feeling of belonging. Going to school in a school building is less likely to induce a feeling of rejection or to imply that the basic education class is of secondary importance and not worthy of occupying school space.

II. Accessibility of Site

A further consideration is the availability of public transportation to and from the site and how centrally located it is for potential trainees.

III. Room for Class Instruction

A small adult basic education class, with a ratio of 15 to 18 students per teacher, has a greater opportunity for success than a large class. The adult student who is learning to read, communicate, earn, and so forth needs a great deal of individual attention and personal encouragement from his teacher. An all-day intensive program of instruction such as may be required to serve this student group must utilize a wide variety of techniques of instruction. The space in which the class is brought together for large-group instruction should be at least 20 feet by 30 feet per group of 15 - 18 students, contain individual movable, adult-sized desks or tables, be quickly and easily darkened for film projection, have an abundance of chalkboard and bulletin board space, and have restroom facilities adjacent or in close proximity.

IV. Room for Small-Group Instruction

An adjoining room or means of dividing a large room is desirable so that the class can be divided at times.

V. Space for Individual Work

Additional adjoining space is highly desirable so that the teacher and one or more students can completely withdraw from the class for testing, tutoring, or counseling. The space might also be used for teacher preparation, library, or to serve as a study carrel with automated equipment or programmed learning.

VI. Other Considerations:

All-day intensive adult basic education, a program never before organized in California, will evolve quickly and doubtless suggest many other facility needs. However, prior to the inception of the program it is safe to assume that consideration must be given to:

A. Parking space for the adult students with cars

B. Proper lighting in all facilities and areas in use

C. Child care facilities nearby or on the site

D. Restrooms for adults

E. A lounge or lunchroom is for "between-class" periods. It is conceivable that an important part of the program will be interpersonal relationships and that lounge and lunchroom behavior and socialization will need to be taught so that the potential employee, when he is on the job, will not slow production with petty jealousies and bickering, or be quickly fired because of inability to "get along with" other workers

F. Smoking areas

G. Proximity to the vocational training site

H. Adequate heating, ventilation, electrical outlets, and lighting

I. Adequate storage space in room (minimum of 6 cubic feet per student)

J. Adequate custodial and maintenance service

K. Library and study facilities

The following checklist for the evaluation of proposed facilities and site is suggested in order that local administrators and other school-involved personnel can assess their selections. Affirmative answers would indicate a suitable choice. Negative responses would need to be explored to ascertain what changes and planning would be necessary.

Checklist for Evaluation of Proposed Facilities and Site

	YES	NO
1. Is the program fully understood before the site selection is made?	___	___
2. Is the site adequate in terms of the program?	___	___
3. Is the site without obvious disadvantages?	___	___
4. Will the site enhance the learning in every way and not hamper it in any way?	___	___
5. Are this site and its facilities intended for this program instead of some other use?	___	___
6. Is the site accessible to trainees with and without cars?	___	___
7. Is cost a "last" consideration?	___	___
8. Will the facility enhance a close teacher-student relationship and close relationships among students?	___	___
9. Does the facility encourage <u>both</u> small-group and individual instruction and counseling?	___	___
10. Have potential sites and facilities been discussed with potential teachers and students, as well as other school officials and governmental agencies whose codes must be satisfied?	___	___

Chapter 8

WHAT TEACHING METHODS AND MATERIALS MIGHT BE USED TO ENRICH THE INSTRUCTIONAL PROGRAM?

A successful teacher in a basic education program for adults must be able to create within the classroom the kind of an atmosphere or climate which promotes self-confidence and a desire for self-improvement on the part of each student, to the end that learning becomes a desirable and pleasurable activity. The manner in which this is achieved will depend on the teacher.

In teaching adults there are few set rules or established procedures that must be rigidly followed. A variety of methods, devices, and ideas may be used to achieve desired realistic goals. No two teachers will use the same approach in creating the desired psychological climate. The adult learner must realize that he is learning something at every meeting of the class, something that he considers to be worthwhile and important to him.

I. Characteristics of an Optimum Student-Teacher Relationship in the Classroom

A. An attitude on the part of the teacher that fosters respect for the individual, acceptance of each individual as a distinct personality, and respect for individual differences

B. The warm, personal touch on the part of the teacher toward each of his students

C. An attitude on the part of the teacher that promotes self-confidence in the students and contributes to the improvement of their self images

D. The feeling of "belonging" or being able to identify with a group

E. A feeling that participation in classroom educational activities is welcomed and encouraged and that no negative value judgments are placed on student responses. Freedom of expression is the order of the day in the classroom. Students should feel able to talk and to err without being criticized, only corrected

F. The feeling of students and teachers that they are partners in a satisfying learning situation

G. A democratic attitude in the classroom that is practiced at all times and in all activities

H. A continuous search for practical and meaningful learning situations which are related to the students' everyday world by the teacher

I. A constant awareness that any improvement or progress on the students' parts should have the proper recognition and praise

J. Each teacher must watch for signs of discouragement and an awareness of personal problems on the parts of the students that interfere with achievement. Each student needs to find some sense of personal worth in ways of being useful. Students should have some part in working out the goals of the program and should have the opportunity to discuss the subject matter not only with the teachers but with the other members of the class

II. Some Principles Considered Essential to Effective Learning

A. Adult learners must see immediate benefits to themselves

B. Adults must want the instruction; they must be motivated

C. Adults want specific, concrete, practical lifelike situations

D. Adults require interests to which new material should be related

E. Adults require subject matter adapted to their individual objectives, needs, and capabilities

F. Adults must enjoy the instruction

III. Questions to Consider

A. Am I clear as to the goals to be accomplished in this adult education activity?

B. Have I plotted out specific steps in learning for the entire course?

C. What kinds of student participation have I included in my plans?

D. What plans have I made for determining individual needs?

E. Do I have a written list of necessary supplies and instructional materials?

IV. Some Suggestions for Conducting Class Sessions

Each teacher must establish methods and procedures that are suited to his own personality, the subject being taught, the kind of students who are taking the course, and the number of sessions that the class will meet.

A. Don't spend too much time telling what you are going to do

B. Plan each class meeting as a dramatic presentation

C. Provide students with background for what they are learning

D. Remember that adult students have a great deal to give

E. Never underestimate or overestimate the skills or knowledges of the student group

F. Planned participation all the way through the course is important

G. The teacher should have a course outline of what he expects to cover in each session, but he must be prepared to abandon much of his outline temporarily or revise it as the occasion may demand

H. Time for socialization should be incorporated into the instructional program

I. Advanced planning is a prerequisite for effective teaching

J. Be prepared to have students arriving and leaving throughout the semester, quarter, or period

K. Individual study and small group opportunities should be provided

L. Have teachers available to discuss problems that affect class work

M. Use textbooks, supplementary textbooks and other materials

V. Basic Laws of Learning

There are a number of psychological laws which affect adult students in the learning process. The teacher of adults who hopes to achieve any real measure of success in teaching should understand these laws if he is to make the learning experience more effective, lasting, and enjoyable for the students.

A. The Law of Effect. People tend to accept and repeat those responses which are pleasant and satisfying and to avoid those which are annoying. If an adult enrolls in a course expecting to learn a new skill, for example, and quickly finds that he is learning it and enjoying the learning process, he will tend to want to keep returning to class. Moreover, he probably will want to enroll in more courses upon completing the first one. In short, "nothing succeeds like success." Students should experience personal satisfaction from each learning activity and should achieve some success in each class period by mastering some new idea or operation.

B. The Law of Primacy. First impressions are the most lasting. This means that those first classes are very important. The teacher should arouse interest, create a sense of need for the subject matter, and ensure that the students learn it correctly the first time.

C. The Law of Exercise. The more often an act is repeated, the more quickly a habit is established. Practice makes perfect--<u>if</u> the practice is the right kind. Practicing the wrong thing will become a habit, too--one that is too hard to break. The teacher should be sure that his students are performing an operation correctly.

D. The Law of Disuse. A skill not practiced will be lost and knowledge not used will be forgotten. The teacher should recognize the value of repetition in the classroom for reinforcing newly gained knowledge or skills. Studies have shown that the period immediately following the learning process is the most critical in terms of retention. Important items should be reviewed soon after the initial instruction.

E. The Law of Intensity. A vivid, dramatic, or exciting learning experience is more likely to be remembered than a routine or boring experience. This does not mean the classroom should be a circus or a theater. But, on the other hand, the subjects longest remembered are those taught by teachers who had the ability to bring their subjects alive by using vivid examples and other supporting material.

F. Learning is a behavioral change. Behavioral changes do not become a part of a person until he has reinforced them through use. Remember, students do not learn as a result of what teachers do--but as a result of what teachers get students to do.

Chapter 9

WHAT SHOULD BE THE INSTRUCTIONAL PROGRAM FOR BASIC EDUCATION?

The materials in this chapter are arranged within the following basic areas: oral and written communication, mathematics, social sciences, occupational planning, development of self, and vocational training. Within each of the basic areas, skills and activities have been presented in each of the stages: introductory, elementary, intermediate, and developmental.

For the most part the suggestions are not in order of their importance nor are the lists complete. They are suggested skills and activities upon which the teacher can build. It is anticipated that additional materials can be gathered for revisions that would make this skeleton outline of further value.

I. Basic Skills in Oral and Written Communication

A. Speaking and listening (67, 68, 70, 72)[1]

1. Introductory stage

a. Speech skills

(1) Practice in speech before a sympathetic and understanding audience or individual
(2) Choice of words, including new words and misused words
(3) Understanding of, and practice in, articulation and pronunciation
(4) Critical evaluation of speech habits and mannerisms through recording
(5) Learning how to introduce class members
(6) Learning how to make a short talk on a familiar subject to develop confidence and practice in self-expression
(7) Practicing self-expression in group discussion

[1] Numbers in parentheses indicate pages on which references and materials are listed. See Chapter 10.

b. Functional speech requirements (not a complete list)

(1) Giving introductions
(2) Asking directions
(3) Seeking work
(4) Interviewing
(5) Making social contacts

c. Listening skills

(1) Learning to listen to a speaker and evaluate what he is saying
(2) Learning to identify correct speech patterns
(3) Learning when idiomatic usage is appropriate

2. Elementary stage

a. Speech skills

(1) Practice in speech before a sympathetic and understanding audience
(2) Practice in giving directions
(3) Practice in articulation and pronunciation
(4) Critical evaluation of speech habits and mannerisms through recording
(5) Learning how to make introductions and to greet people
(6) Learning how to organize a short talk on a familiar subject to develop confidence and practice in self-expression
(7) Practicing self-expression in group discussions

b. Listening skills

(1) Learning to listen to a speaker and evaluate what he is saying
(2) Learning to distinguish between fact and opinion
(3) Learning to identify correct and acceptable speech patterns
(4) Learning when idiomatic usage is appropriate
(5) Learning to evaluate a speaker's purpose

c. Functional speech requirements (not a complete list)

(1) Giving introductions
(2) Asking and giving directions and information
(3) Seeking work

(4) Learning how to be interviewed
(5) Making social contacts

3. Intermediate stage

a. Speech skills

(1) Practice in organizing oral presentations
(2) Practice in choosing words and pronouncing them
(3) Development of clear thinking
(4) Development of ways of clarifying and supporting ideas
(5) Learning how to present a speech
(6) Recognizing personal assets and liabilities in the speech situation

b. Listening skills

(1) Learning how to listen and take notes
(2) Developing a helpful attitude toward speakers
(3) Learning critical thinking
(4) Keeping an open mind toward the viewpoints of others
(5) Learning to differentiate among dialects and to understand them

4. Developmental stage

a. Speech skills

(1) Practice in organizing oral presentations
(2) Practice in talking with people in the working world
(3) Practice in choosing words and pronouncing them
(4) Development of skills of clear thinking while speaking
(5) Development of ways of clarifying and supporting ideas
(6) Learning how to present a speech
(7) Recognizing personal assets and liabilities in the speech situation

b. Listening skills

(1) Learning how to listen and take notes
(2) Practice in following verbal directions
(3) Developing a helpful attitude toward speakers

(4) Learning critical thinking
(5) Keeping an open mind toward the viewpoints of others

B. Reading (67, 68, 69, 70, 71, 72, 73, 74)[2]

1. Introductory stage

a. Comprehension skills

(1) Finding the main idea
(2) Associating meaning with the printed word
(3) Identifying the speaker and the person spoken to
(4) Interpreting the main idea
(5) Anticipating the main idea
(6) Drawing conclusions
(7) Making inferences
(8) Rereading to recall
(9) Recalling what has been read

b. Word recognition skills

(1) Using a picture to identify
Speaker
Theme of story
Action of story
Word or phase of story

(2) Phonetic analysis
Listening for words that rhyme
Listening for initial sounds
Listening for final sounds
Recognizing words that sound alike
Recognizing a word that sounds different from a group of words
Recognizing that two-letter consonant diagraphs, ch, th, sh, and wh, represent one sound

(3) Using the context of a sentence as an aid to identifying words

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[2]Numbers in parentheses indicate pages on which references and materials are listed.

(4) Using configuration clues as an aid in identifying words
   Length of word
   Letters that are tall
   Letters that are short
   Letters that extend downward
   Recognizing the differences between capitals and small letters

(5) Structural analysis
   Recognizing root words
   Recognizing inflectional forms by the addition of endings to root words as -s, -ed, -ing

c. Vocabulary building skills

(1) Beginning to build a sight vocabulary
(2) Recognizing and using words that rhyme
(3) Recognizing words that are opposite in meaning
(4) Associating spoken word with picture

d. Location skills

(1) Locating a story by page number
(2) Locating a story by using a table of contents
(3) Recognizing the parts of a book
   Title page
   Preface
   Foreword
   Table of contents
   Chapters
   Index
   Appendix
   Glossary
(4) Knowing the alphabet in sequence
(5) Using simple maps or globes and supplementary books to locate information

e. Organizing skills

(1) Telling a story in sequence
(2) Following a sequence of directions
(3) Beginning to classify words into like categories
(4) Arranging sentences in logical sequence
(5) Summarizing

f. Functional reading skills (not a complete list)

(1) Driving language (sufficient to obtain an operator's license)
(2) Signs--road and street
(3) Location of places--map reading, street and building names, directions
(4) Want ads
(5) Application forms
(6) Food and clothing labels

2. Elementary stage

a. Comprehension skills

(1) Finding the main idea
(2) Reading for information
(3) Understanding that a sentence is a unit that states a thought or asks a question
(4) Interpreting the main idea
(5) Forming conclusions
(6) Distinguishing between fact and fantasy
(7) Recalling specific facts
(8) Following directions
(9) Recognizing cause and effect

b. Word recognition skills

(1) Using contextual clues, such as the whole sentence, to understand an unfamiliar word
(2) Phonetic analysis
Recognizing initial and final consonants
Recognizing other consonant sounds
Recognizing and producing long and short vowels
Recognizing silent letters
Recognizing diagraphs
Adapting known speech sounds to new or unfamiliar words as an aid to word recognition
Recognizing that a letter has more than one sound

(3) Using configuration clues to understand a word
Tallness and length
Vertical characteristics
Ascending and descending letters
Double letters

(4) Structural analysis
Recognizing root words
Recognizing the inflectional form of a word formed by adding -s, -ed, and -ing to a known root word

c. Vocabulary building skills

(1) Building sight vocabulary
(2) Recognizing and using words that are opposites
(3) Recognizing synonyms

d. Information reading

(1) Reading to gain information
(2) Reading to answer questions

e. Functional reading skills (not a complete list)

(1) Use of skills in introductory stage
(2) Newspaper reading
(3) Written directions
(4) Improving reading speed and comprehension

3. Intermediate stage

a. Comprehension skills

(1) Interpreting motives of characters in a story
(2) Comparing and contrasting ideas
(3) Selecting pertinent facts to remember
(4) Rereading to verify or recall
(5) Reading to gain implied ideas

b. Word recognition skills

(1) Contextual clues
Using context of a sentence or phrase as a clue to recognition of a new or unfamiliar word

(2) Phonetic analysis
Adapting known speech sounds to new and unfamiliar words as an aid to word recognition
Pronouncing words by sound units

Initial and final consonants
Other consonant sounds
Long and short vowel sounds
Other vowel sounds
Silent letters
Diagraphs
Recognizing that some letters have more than one sound
Using a dictonary and glossary as a guide to the pronunciation of words
Recognizing that different letters or combinations of letters may represent the same sounds
Becoming aware of the pronunciation key in the dictionary and glossary

(3) Configuration clues
Contrasting and comparing the form of words as an aid to word recognition
Studying the general appearance of words
Tallness and length
Vertical characteristics
Ascending and descending letters of word patterns
Double letters

(4) Structural analysis
Root words
Prefixes and suffixes
Syllables
Inflectional forms
Compound forms
Contractions
Possessives

c. Vocabulary building skills

(1) Recognizing and using synonyms, antonyms, and homonyms
(2) Accumulating a reading vocabulary of words needed in the adult world and a more technical vocabulary

d. Location skills

(1) Learning to use many sources to locate information
Table of contents
Title page
Index

Appendix
Glossary
Footnotes
Bibliographies
Graphs
Charts
Maps
Globes
Dictionaries
Encyclopedias
Thesauruses
Other reference books

(2) Learning dictionary skills
Estimating the part of the dictionary in which a word will be located
Using alphabet to locate a word in the dictionary
Using guide words
Selecting the appropriate definition
Using the dictionary as a guide to pronunciation by noting the syllables, phonetic symbols, accent marks, and the diacritical marks

e. Organizational skills

(1) Recalling events of a story in proper order
(2) Selecting the main idea of a paragraph as an aid to organizing information
(3) Preparing simple outlines with teacher
(4) Summarizing a story
(5) Finding the topics of a paragraph as an aid to beginning an outline
(6) Beginning to outline; two or three main headings

f. Informational reading

(1) Reading to solve problems, find information, verify a point, or answer a specific question
(2) Reading more than one author on the same subject
(3) Reading at different speeds for different purposes

g. Recreational reading

(1) Reading for enjoyment
(2) Getting acquainted with our literary heritage

h. Functional reading skills

(1) Materials reflecting student interest

4. Developmental stage

a. Comprehension skills

(1) Reading to solve problems, find information, verify a point, or answer a spedfic question
(2) Reading more than one author on the ase subject
(3) Reading at different speeds for different purposes
(4) Developing speed and comprehension in selected vocational readings

b. Word recognition skills

(1) Reviewing phonetic analysis
(2) Using dictionary, glossary, and guide to pronunciation of words
(3) Becoming aware of the pronunciation key in the dictionary and glossary
(4) Structural analysis
Root words
Prefixes and suffixes
Syllables
Inflectional forms
Compound words
Contractions
Possessives

c. Vocabulary building skills

(1) Recognizing and using synonyms, antonyms, and homonyms
(2) Extending the reading vocabulary both in general reading and vocational areas

d. Location skills

(1) Learning to use many sources to locate information
- Table of contents
- Title page
- Index
- Appendix
- Glossary
- Footnotes
- Bibliographies
- Charts, graphs, maps, globes
- Dictionaries
- Thesauruses
- Encyclopedias
- Other reference books

e. Organizational skills

(1) Learning how to take notes
(2) Extending the use of outlining
(3) Learning how to organize work related notes and readings as well as directions

f. Recreational reading

(1) Reading for enjoyment
(2) Getting acquainted with our literary heritage

C. Written language (67, 68, 74, 76)[3]

1. Introductory stage

a. Writing

(1) Manuscript writing
- Circle letters
- Line letters
- Combination circle and line letters
- Capital and small letters
- Learning to complete forms

[3]Numbers in parentheses include pages in which references and materials are listed.

Name
Address
City
County
State
Birthdate
Date

Learning to keep family records
Birthdates
Citizenship
Health records
Income records
Work experience records

(2) Cursive writing
Transferring from manuscript to cursive writing in both capital and small letters
Learning to write signature
Learning proper letter formation, alignment, and spacing
Determining when to use manuscript and when to use cursive writing

(3) Learning to write numbers from one through ten

b. Spelling skills

(1) Configuration
(2) Phonetic analysis
(3) Structural analysis
(4) Capitalization as it applies to spelling
(5) Mastery of basic word lists

c. Structure of the English language

(1) Capitalization
(2) Periods
(3) Simple letter forms
(4) Simple sentences
(5) Abbreviations such as Mr., Mrs., Dr., St., Ave.

d. Functional writing skills

(1) Application forms
(2) Family records
(3) Simple records
(4) Simple directions

2. Elementary stage

a. Writing skills

(1) Review of manuscript writing for filling out forms
(2) Further development of skill in cursive writing
(3) Review of when to use manuscript and when to use cursive writing

b. Spelling skills

(1) Configuration
(2) Phonetic analysis
(3) Mastery of reading vocabulary
(4) Practice in taking simple dictation
(5) Independent writing

c. Structure of the English language

(1) Punctuation
(2) Capitalization
(3) Personal and business letter forms
(4) Sentences
(5) Paragraphs
(6) Abbreviations
(7) Alphabetizing
(8) Current usage (I, me, who, whom)

d. Functional writing skills

(1) Filling out various forms
(2) Keeping family records
(3) Writing personal and business letters
(4) Writing simple directions
(5) Making lists
(6) Keeping records in relation to job

3. Intermediate stage

a. Writing skills

(1) Review of cursive writing skills

b. Structure of English language

(1) Punctuation
(2) Capitalization
(3) Personal and business letter forms
(4) Sentences
(5) Paragraphs
(6) Abbreviations
(7) Alphabetizing
(8) Current usage (I, me, who, whom)
(9) Parts of speech
(10) Correct use of tenses, with particular attention to troublesome verbs
(11) Agreement of verbs and subjects
(12) Agreement of pronouns and antecedents
(13) Modifiers
(14) Adjective and adverb forms

c. Spelling and creative writing

(1) Study of increasing attention to punctuation, thought phrasing, comparative and transitional words, topic words and sentences
(2) Study of nonphonic groups (ough, augh), doubling of final consonants, prefixes, suffixes and syllabification, roots
(3) Development of a work-related vocabulary

4. Developmental stage

a. School-related writing

(1) Summaries and the like
(2) Compositions, essays, and the like on topic of choice

b. Home-related writing

(1) Social notes
(2) Personal letters
(3) Wills
(4) Requests for information
(5) Business letters
(6) Income tax statements
(7) Others as they apply to group

c. Job-related writing

(1) Applications
(2) Resume of experience
(3) Reports

(4) Accident report forms
(5) Health insurance forms
(6) Proposals for method improvements
(7) Business letters
(8) Others as they apply to group
(9) Note taking of new procedures

d. Culture and community-related writing

(1) Minutes of committee
(2) Letters to elected officials
(3) Classroom reports, book reviews, and themes
(4) Others as they apply to group

II. Basic Skills in Mathematics (69, 72, 73, 76)[4]

A. Introductory stage

1. Writing numerals 1 through 10

2. Understanding the rational number system, simple concepts, and some sets

3. Learning mathematical vocabulary--*add*, *subtract*, *less*, *more*, and so forth

4. Simple addition and subtraction

5. Mental arithmetic problems involving dollars and cents for shopping purposes

B. Elementary stage

1. Writing numerals; systems of numeration

2. Number system to hundred thousand (counting)

3. Addition and subtraction

a. Addition and subtraction facts

b. Adding and subtracting tens, hundreds, and thousands

c. Adding and subtracting dollars and cents

[4]Numbers in parentheses indicate pages on which references and materials are listed.

d. Adding and subtracting measures (feet, inches, yards; pints, quarts, gallons; minutes, seconds, hours)

e. Adding and subtracting like fractions

f. Vocabulary--add, subtract, less, more, addend, sum, difference, total, element, subtrahend, and so forth

g. Solving word problems; one-step variety

4. Multiplication

a. Basic facts (tables)

b. Multiplying one-, two-, and three-place numbers by one- and two-place multipliers

c. Multiplying dollars and cents by one- and two-place multipliers

d. Vocabulary--times, multiplier, multiplicand, product, partial product

e. Solving word problems involving multiplication

5. Division

a. Basic facts (tables)

b. Division of one-, two-, and three-place dividends by one- and two-place divisors

c. Dividing dollars and cents by one- and two-place divisors

d. Vocabulary-- divisor, dividend, quotient, remainder, trial divisor

e. Solving word problems involving division, one-step variety

6. Addition and subtraction of like fractions

a. Define fraction (develop the meaning of fractions, whole number, part, numerator, denominator)

b. Addition and subtraction of fractions without and with reducing answer to lowest terms

c. Addition and subtraction of mixed numbers

d. Solving word problems involving adding and subtracting fractions and mixed numbers

7. Functional mathematics

a. Location of places by number

b. Distance

c. Speed

d. Time

e. Volume

f. Size

g. Fractional concepts - ½ hour, 1/4 mile, ½ lb., time and a half overtime, half price, ¼ off

h. Percent, as it applies to buying on time--installment buying

i. Taxes

j. Insurance

k. Money management

l. Values in purchasing

m. Time as related to earning power, workday, time clock

C. Intermediate stage

1. Review and expand processes learned in elementary stage as needed

2. Decimals

a. How to read and write decimals

b. How to change fractions to decimals

c. Addition

d. Subtraction

e. Multiplication

f. Division

3. Percentage

a. How to read and write percents

b. How to change percents to decimals and fractions

c. How to find what percent one number is of another

d. How to use percents larger than 100

e. How to use shortcuts in finding percents

f. How to find a number of which a percent is given

4. Measurement

5. Functional mathematics

a. Money management

b. Consumer buying

(1) Preparation required to be a wise consumer
Where to get information about things to buy
What protection does one have when one buys
Taxes--sales, luxury, gasoline
How to read tags and labels
How to judge values
How to evaluate ads and sales

c. Credit

(1) How does credit help the consumer, business, and the economy?

(2) What are the advantages of using credit?
Sales are easier
Customers pay less attention to prices
Customers buy more
Affords a better opportunity to "trade up"
Is more convenient for the consumer

(3) What kinds of credit are there?
- Open account credit
  - 30-day account
  - Three pay plan
  - Revolving credit
  - Option charge account
- Installment account credit
  - Conditional sales contract
  - Chattel mortgage contract
- Personal loan credit
  - For unforeseen emergencies
  - For consolidation of past-due bills
- Service credit
  - Utilities
  - Professional services
  - Gas, oil, meals, motel, and the like

(4) How you can keep a good credit rating
- Make payments on the due date or before
- Choose what you buy carefully and plan for each transaction with thought--
- Know what you are committing yourself to pay
- In an emergency when you cannot pay on time, contact the merchants or lenders and explain the problem

9. Developmental steps (according to needs and potential of student)

1. Functional mathematics

a. Comparative forms of investment

b. Cost analysis at home

c. Development of mathematical models for comparative purposes

d. Derivation of formulas

e. Measurement on the job

f. Budgeting

g. Common industrial formulas

h. Sources of mathematical formulas

i. Use of mathematics in the scientific method

j. Basic problem-solving techniques

k. Solving for one unknown

l. Solving for two unknowns

m. Parallel operations

n. Number theory

o. Others as they apply to the group

2. Preparing at home

a. Reading the ads and listening to the radio

b. Ask friends' advice on products

c. Know your sizes

d. Be sure you need the item

3. How is the consumer protected?

a. Laws

b. What labels tell

c. Standards

d. What testing laboratories do

e. Brands and trade names

4. Skills of buying

a. How to read and understand tags and labels

b. How to judge values

c. How to compare prices by shopping around

5. Kinds of stores and their uses

a. Department store

b. Speciality shop

c. Chain store

d. Self-service store

e. Mail order house

f. Shopping center

g. Discount house

6. Advertisements

a. Where ads are found

b. How to read the ads

c. What the ads should tell you

d. Why there are sales

e. Weekend food specials

f. Seconds and irregulars

g. Fire sales

h. Consumer publications

7. When you buy food

a. Where

b. How much

c. What

8. When you buy clothes

a. Get ready at home--know what you can afford--
as well as colors, sizes, materials, and styles

b. At the store, look for

(1) Names used for clothes
(2) Grades of clothes
(3) Size of clothes
(4) Materials
(5) How well they are made
(6) How you take care of them

9. When you buy household appliances

a. Decide how they will help you

b. Compare what different types will do

c. Check warranty or guarantee

d. Find out about servicing

10. When you buy furniture

a. Check the construction

b. Find out how to take care of it

III. Basic Skills in the Social Sciences (67, 68, 70, 71, 72, 7[illegible], 76)[5]

A. Introductory stage

1. Understanding of government in action (discussion)

a. Levels of governmental service

b. Types of governmental service

(1) Employment
(2) Health
(3) Welfare
(4) Schools
(5) Protection
(6) Public works

c. How the government is supported by taxes

d. Participation in government as a way of guiding destiny

(1) Voting and party volunteer work
(2) School board
(3) City council
(4) Board of supervisors
(5) Labor groups
(6) PTA - Dad's Club - parent organizations
(7) Civic groups

2. Knowing the community as a social, economic, and political unit

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[5]Numbers in parentheses indicate pages on which references and materials are listed.

a. Relation of economy to employment

b. Relation of employment to political life

3. Practice of self-management and responsibility toward the group in classroom situations

4. Current events, news

B. Elementary stage

1. Understanding of the government in action

a. Preparation for voting

b. Responsible voting practices

c. How to register and vote

2. Knowing the local community as a social, economic, and political unit

3. Awareness of the State of California as the larger community, introduction to its economy, its contributions to the nation, its characteristics, and its history

C. Intermediate stage

1. Understanding of government in action

a. Text material and content

b. News and current events

c. Analysis of the system of checks and balances which operate on all levels of government

2. Knowing the local community as a social, economic, and political unit

a. How listings under A apply to the community

b. Resources for information and assistance in the community

c. Community planning and coordinating agencies

d. Interrelatedness of all levels of government

3. U. S. history

a. Successes and failures of the U. S. during her development. Potential opportunities and pitfalls in the years ahead.

4. U. S. Government

D. Developmental stage

1. Lay law

2. Consumer law

3. Government changes

a. Threats to our form of government--Communism

4. Civil service

5. Specific functions and limitations of public agencies listed under III-A

6. Public opinion and ways to affect it

7. Controls of public utilities

a. Transportation

b. Gas

c. Electricity

d. Water

e. Communications

8. Private agencies

a. Community Chest

b. AID

9. Corrections

a. Adult

(1) Criminal law
(2) Probation
(3) Parole

b. Juvenile
(1) Juvenile court laws
(2) Probation
(3) Parole

IV. Occupational Planning (all stages) (67, 70, 71, 76)[6]

A. Testing and self-evaluation

1. Aptitudes

2. Abilities

3. Limitations

4. Interests

5. Resources

6. Level of achievement in basic skills

7. Age

8. Health

9. Responsibilities

10. Experience

11. Emotional resources

B. Prevocational exploration

1. Examination of the employment picture

2. Examination of jobs in demand and their requirements

C. Development of positive work attitudes

1. Determining the responsibilities of the worker and the employer

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[6]Numbers in parentheses indicate pages on which references and materials are listed.

2. Understanding the relation of marketable work skills to personal independence

3. Learning to follow directions

4. Learning the relation of the worker's role to the total work world (what constitutes an honest day's work?)

5. Identifying the possible trouble spots in the work world

   a. Why people sometimes fail to get the jobs they seek

      (1) Appearance unsuitable for the work they are seeking
      (2) Unrealistic wages asked
      (3) Lack of sufficient training for the work
      (4) Unbusinesslike attitude or behavior
      (5) Too many questions about the job, giving the impression of reluctance to do the work
      (6) Nervousness
      (7) Unfriendly manner
      (8) Late for interview
      (9) Accompanied by friend or relative while looking for job

   b. Why workers lose their jobs

      (1) Carelessness
      (2) Unwillingness to follow rules
      (3) Laziness
      (4) Absence or tardiness without cause
      (5) Troublemaking
      (6) Too much attention to outside interests
      (7) Lack of initiative
      (8) Too little or too much ambition
      (9) Disloyalty
      (10) Irresponsibility
      (11) Lack of adaptability
      (12) Misrepresentation
      (13) Inability to communicate effectively

D. Understanding of one's own behavior in the work world

   1. Human relations on a job

a. Definition of human relations

b. Basic "wants" influencing behavior (other than food, sleep, shelter, sex)

(1) To have money
(2) To get approval
(3) To think and act as individuals
(4) To succeed
(5) To create or contribute

c. Individuals' methods for gaining "wants"

(1) Through good job performance
(2) Through assistance of friends
(3) By using unfair work methods
(4) By holding others back

2. How good human relations can be developed

a. With coworkers

(1) Treat and know people as individuals
(2) Recognize that people's moods are unpredictable
(3) Don't pass the buck
(4) Be loyal to coworkers
(5) Seek promotion on merit
(6) Build department morale
(7) Communicate (understand what is being said)

b. With the family

c. With the employer

(1) Be sold on the aims, purposes, and outcomes that employer has in mind
(2) Be loyal to the employer
(3) Accept constructive criticism
(4) Contribute new ideas for the advancement of the business
(5) Assume and carry out responsibilities
(6) Recognize the employer as a human being, subject to varying moods
(7) Accept company policy and procedure

3. The part thinking plays in relations with others

   a. Positive thinking

   b. Negative thinking

   c. Understanding group spirit and group conflict

   d. Ways to foster friendliness rather than hostility

   e. Developing leadership in a group

4. The effect of good human relations in the world

   a. High productivity

   b. Low labor turnover

   c. Decrease in tardiness and absenteeism

   d. Few grievances

   e. High morale

   f. Advancement on job

5. The traits exhibited by a person who understands good human relations

   a. Depends on self

   b. Thinks of future

   c. Seeks responsibility

   d. Looks first for source of failure in himself

   e. Does things for others: does not expect special favors

   f. Thinks well of himself

   g. Is interested in others

   h. Cooperates easily

   i. Holds to a set aim

   j. Does not ask for sympathy

k. Is glad to see others succeed

l. Does his own thinking

m. Is confident

n. Knows that persons are respected for what they do

o. Gives others the benefit of the doubt

p. Gives credit easily

q. Is adaptable

r. Tries to understand what others are saying

E. Individual choice of occupation

1. Evaluation of personal realities and realities of the job market based on

a. Age

b. Sex

c. Educational background

d. Work experience

e. Aptitudes

f. Interests

g. Personality

h. Financial resources

i. Responsibilities

j. Intelligence

k. Social adjustment

l. Physical limitations

m. Resources for long-range planning toward selected goals

n. Need for short-range planning

2. Factors to be considered in selecting a job

a. What kind of job do you want?

b. Why do you want the job?

c. How do you qualify for the job?

d. Is this job available in this community?

e. Will you obtain satisfaction?

f. Is income sufficient to meet needs?

g. Can you advance?

V. Self-Development (67, 68, 70, 76)[7]

A. The elements of health and hygiene

1. Cleanliness

a. Body

b. Hair

c. Clothing

2. Care of the teeth

3. Diet

4. Physical health as it relates to mental health

B. Personal appearance

1. Grooming

a. Hair care and hair styles

b. Skin and makeup

c. Hands and nails

d. Ears

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[7]Numbers in parentheses indicate pages on which references and materials are listed.

2. Selection of clothing suitable to type of work

a. Clothing--color, style, materials, combinations

b. Accessories

c. Shoes

3. Maintenance of shoes and clothing for neatness

C. Techniques of getting a job

1. How to locate a job

a. California State Department of Employment

b. Private employment agencies

c. Help wanted ads

d. Relatives and friends

e. Signs in windows

f. Direct contact with employers

g. Union business agents

h. City, county, state, and federal civil service

2. How to fill out an application

a. Read instructions carefully

b. Print, using blue or black ink

c. Give references

(1) Do not use members of the family or relatives
(2) Give occupational title of references
(3) Secure permission from references
(4) Check to be sure names and addresses of references are correct

d. Information needed to complete application forms

(1) Personal information
(2) Educational background

(3) Working experience, with dates, salaries, names of supervisors, and addresses
(4) Military experience
(5) References, with titles, addresses, and phone numbers
(6) Health information
(7) Social Security number

3. How to make an appointment for an interview

a. Find out what time

b. Find out where

c. Find out if there is anything to bring along

d. Find out the name of the interviewer

4. How to carry on the interview

a. Preparing for the interview

(1) Grooming--clothing, hair, fingernails, shoes
(2) Pre-interview information
Know interviewer's name (spelling and pronunciation)
Know types of goods or services sold by firm
Know your work record
Know the types of positions open
Know your academic record

5. Conduct during the interview

a. Arrive alone and on time

b. Greet the interviewer with a smile and firm handshake

c. Address interviewer by name

d. Relax, but maintain good posture while sitting, standing, or walking

e. Be a good listener and give direct answers to questions. Don't talk too much.

f. Face the interviewer during the conversation. Look him in the eye.

g. Relate skills to possible employment or statements of employer

h. Permit the interviewer to terminate the interview

i. Thank the interviewer and offer to provide additional personal information if needed

6. Questions frequently asked by the interviewer

a. What specific plans do you have for the future?

b. What kind of work have you done?

c. Why did you leave your former jobs?

d. How much schooling have you had?

e. What do you like to do in your spare time?

f. How did you become interested in our firm?

g. What makes you think you will like this type of work?

h. Do you own an automobile?

i. Do you feel you can get along with people?

j. Are you married?

k. How many children do you have? Ages?

l. What is the condition of your health?

m. What starting salary would you expect?

n. When can you start work?

7. How to take a test given by an employer

a. Types of tests firms give people seeking employment

(1) Mathematics
(2) Spelling
(3) Typing

(4) Vocabulary
(5) Aptitude
(6) Personality

b. Suggestions for taking tests

(1) Read instructions carefully
(2) Budget your time
(3) Underline important words in the directions
(4) Underline important words in each item
(5) Answer the easy items first
(6) Interpret items with common sense
(7) Proofread your answers

D. Things employers look for in employees

1. Ability
2. Dependability
3. Initiative
4. Good attendance
5. Efficiency
6. Loyalty
7. Cheerfulness
8. Helpfulness
9. Unselfishness
10. Perseverence
11. Honesty

E. Planning for work

1. Child care
2. Home responsibilities--meal planning, housework
3. Clothing
4. Transportation

VI. Vocational Training (67, 68, 70, 76)[8]

Vocational training depends upon attributes of the person, training programs available, and job demand with available programs through MDTA and the welfare departments, as well as the results of testing programs.

Vocational training will not be spelled out in this publication but is closely related to the level of basic skills achieved as well as occupational choice of the individual.

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[8]Numbers in parentheses indicate pages on which references and materials are listed.

Chapter 10

WHAT INSTRUCTIONAL AIDS SHOULD BE USED IN BASIC EDUCATION?

The materials in this chapter were screened by the committee in 1963. They had rather wide usage at that time by the members of the committee and others teaching at various levels indicated within this publication.

I. Textbooks with High Interest and Simplified Vocabulary.

(These textbooks were examined not only with regard for their high interest and simplified vocabulary for adults, but with regard for the degree to which their formats and materials would gain and maintain the attention of adults.)

A. Introductory stage

Berres, C., and Briscoe, H. Deep Sea Adventure Series. San Francisco: Harr Wagner Publishing Company, 1959. (Grades 1 and 2. Series includes four books with properties cited in Morgan Bay Mystery Series, below.)

Betts, E. and others. American Adventure Series. Evanston, Illinois: (Harper & Row) Wheeler Publishing Company, 1941-55. (Grades 2-6. Interestingly disguised so that adults won't be offended by interesting adventures and well-developed vocabulary.)

Bright, E. L., and others. The Brown Family. New London, Conn.: Arthur Croft Publications, 1957.

Cass, A. How We Live. New York: Noble and Noble, 1949.

Cass, A. Your Family and Your Job. New York: Noble and Noble, 1949.

Laubach, F. C. Reading Readiness Charts and Stories. Memphis, Tenn.: Foundation World Literacy, Hickman Building. (Individual and group charts for development of very basic vocabulary.)

Laubach, F. C. Teacher's Guide to Reading Readiness Charts and Stories. Syracuse, New York: New Readers Press, 1963.

Rambeau, J. and Rambeau, N. Morgan Bay Mystery Series. San Francisco, Calif.: Harr Wagner Publishing Co., 1962. (Grades 2 and 3. Series includes four books written interestingly with well controlled vocabulary.)

Stone, C. R., and Grover, C. C. New Practice Readers. St. Louis, Missouri: Webster Division, McGraw-Hill Book Company, 1962. (Grades 1-4. Deals in an interesting manner with science, geography, nature study, ethics, and other important phases of life.)

Textbooks with High Interest and Simplified Vocabulary (continued)

Walpole, E. W. The Golden Dictionary. New York: Simon and Schuster, 1944. (This is a picture dictionary for grades 1-3.)

Wright, W. W. The Rainbow Dictionary. New York: World Book Company, 1959. (A picture dictionary for grades 1-3.)

Reader's Digest. Reading Skill Builder for Grades 2-6. Pleasantville, New York: Reader's Digest, 1962. (Careful control of vocabulary and high interest level.)

_____. Reader's Digest Skill Builders, All Parts, Grades 2 and 3. Pleasantville, New York: Reader's Digest Services, Inc., 1962. (Careful control of vocabulary and high interest level.)

_____. Operation Alphabet. Washington, D. C.: National Association of Public School Adult Educators, 1962. (Deals with self-instruction in manuscript printing, well-organized and instructions written clearly. Individual letters are explained carefully.)

(Free materials that can be obtained by the teacher: Federal Textbook on Citizenship; Materials on Traffic Safety; Materials for Arithmetic.

B. Elementary stage

Alves, H. F., Fertsch, L.M., and Matthys, F. H. The Modern Practice Book in Arithmetic. Austin, Texas: The Steck Company, 1962.

Beales, F. L. (Ed.). Famous Stories Series. Chicago, Illinois: Ben A. Sanborn Company, 1946-53. (Grades 4-6. Well controlled vocabulary and interesting stories by such authors as Clemns, Melville and Swift.)

Betts, E., and others. American Adventure Series. Evanston, Illinois: (Harper & Row) Wheeler Publishing Company, 1941-55. (Grades 2-6 and interestingly disguised so that adults won't be offended by interesting adventures and well-developed vocabulary.)

Cass, A. Write Your Own Letters. New York: Noble and Noble, 1964.

_____. Simplified Classic Series. Glenview, Illinois: Scott Foresman and Company, 1942-58. (Grades 4-6. Deals with Lorna Doone, Huck Finn, Christmas Carol, and many other stories of interesting nature.)

Laubach, F. C., and Hord, P. J. Going Forward. New York: Macmillan Company, 1963. (This book and its companion, A Door Opens, might be used at either the late introductory stage or the early elementary stage. Both are in the Streamlined English Series; manual may be purchased separately.)

Textbooks with High Interest and Simplified Vocabulary (continued)

Owens and Sharlip. Elementary Education for Adults (Series). New York: Holt, Rinehart and Winston, 1960.

Robertson, M. S. Learning and Writing English, Book I. Austin, Texas: The Steck Company, 1963.

_____. Reader's Digest Skill Builders, All Parts, Grades 3 and 4. Pleasantville, New York: Reader's Digest Services, 1962.

_____. Reading Skill Builder for Grades 2-6. Pleasantville, New York: Reader's Digest Services, Inc., 1962.

_____. Reader's Digest Skill Builders, Levels 3 through 8. Three parts each. Pleasantville, New York: Reader's Digest Services, Inc., 1962.

_____. Basic Dictionary of American English. (Grades 3-5) New York: Holt, Rinehart and Winston, 1962. (Teacher's Manual: Teaching Dictionary Skills available.)

_____. Every Reader Series. Los Angeles, Calif.: Webster Publishing Company, 1947-49. (Grades 4-6. Deals in controlled vocabulary with such authors as Doyle, Dumas, and Poe. Should capture fancy of most adults.)

_____. Junior Dictionary for Grades 4-8. Glenview, Ill.: Scott Foresman and Company, 1962. (Scott Foresman dictionaries are sometimes referred to as the Thorndike-Barnhart Dictionaries. Excellent system of diacritical markings with simply written definitions - The Beginning Dictionary includes a well-developed sequence of dictionary skill lessons and would be good for the elementary stage.)

_____. Webster Dictionaries for Grades 4-8. New York: American Book Company, 1965. (Good dictionaries, but lack the clarity of the Thorndike-Barnhart Dictionaries.

C. Intermediate stage

Alves, H. F., Fertsch, L. M., and Matthys, F. H. The Modern Practice Book in Arithmetic, Book Five. Austin, Texas: The Steck Company, 1962.

Leavell, U. W. and others. New Journeys in Reading. Austin, Texas: The Steck Company, 1959.

Leavell, U. W. and others. Progress in Reading. Austin, Texas: The Steck Company, 1962.

Perkins, P. M. and Taylor, S. Language, Book Six. Austin, Texas: The Steck Company, 1962.

Shea, J. T. Working with Numbers, a Refresher Course. Austin Texas: The Steck Company, 1965.

Textbooks with High Interest and Simplified Vocabulary (continued)

Wagenheim, H. H. and others. Basic Anthology Series. (Our Reading Heritage.) New York: Holt, Rinehart and Winston, 1958. (Grades 7-8 in vocabulary, but choice of selections for the most part would capture adults, too.)

Reader's Digest. "Secrets of Successful Living". Periodical interestingly written for people in grades 7 and up and should hold the attention of adults.

_____. How to Find a Job. (With application form for employment.) Syracuse, New York: New Readers Press. (These are usable from the late elementary stage and upwards.)

(Other useful materials: Federal Textbooks on Citizenship; booklets such as Good Manners, Why You Need Insurance; and Science Research Associates, Series IIIa.)

D. Developmental stage

Carnes, M. Going to Have a Baby. Pikesville, Md.: Baltimore Literacy Center, 1965.

Smith, H. A. and King, I. L. My Country. Austin, Texas: The Steck Company, 1964.

_____. Men in the Armed Forces. Washington, D. C.: U. S. Government Printing Office, 1965.

_____. Bill Davis Gets a Social Security Card. Washington, D. C.: U. S. Department of Health, Education, and Welfare, Social Security Administration.

_____. When You Work in the U. S. Washington, D. C.: U. S. Department of Health, Education, and Welfare, Social Security Administration.

II. Filmstrips, Slides, and Sound Films, in the Areas of Reading, Arithmetic, and Social Sciences.

(Most of these were designed for children; however, the format of these is such that they would not be offensive to adults. In cases where adults might take offense, a notation has been made; under these circumstances, the filmstrips may be used as teacher guides only and not with students.)

A. Introductory stage

Controlled Reader. 1953. Black and white. Educational Development Laboratory, Inc., 75 Prospect Street, Huntington, N. Y. Grades 1-3. It is a kit with 50 filmstrips and well-developed vocabulary--too childish for adults, but should provide the teacher with an excellent word list.

Filmstrips, Slides, and Sound Films, in the Areas of Reading, Arithmetic, and Social Sciences (continued)

Fundamentals of Reading Series. 1955. Eye Gate House, Inc., 146-01 Archer Avenue, Jamaica 35, New York. Grades 2-6. Pictures may be too juvenile for most adults. This is difficult to say because some of the filmstrips are rather sophisticated from the standpoint of format.

Learning Letter Sounds Series. Houghton Mifflin. Grades 1-3. Well disguised for the most part so as not to offend adults. Works with letters in beginning, medial, and ending sounds.

New Basic Reading Program Series. Scott Foresman. Grades 1-3. Considers rhyming, beginning sounds and demonstrates that words can be interesting and fun.

Using and Understanding Numbers Series. 1955. Society for Visual Education, Inc., 1345 Diversey Parkway, Chicago 14, Illinois. Grades 3 and 5. Too childish to be shown to adults, but provides the teacher with a developmental, sequential pattern unmatched by many texts.

Using Numbers Series. Encyclopedia Britannica Films, Inc., 1150 Wilmette Avenue, Wilmette, Illinois. Moves from introductory into elementary stage in organized manner. Many of the filmstrips within this series will not be too childish.

Community Helper Series. Popular Science. Grades 1-3. Pictures are old and about children visiting commercial and historical points of interest. Pictures are excellent and sophisticated enough for adults.

The Freight Train as a Carrier of Goods. Instructional Productions Company. Excellent pictures for people in this stage. Vocabulary is more suited to elementary stage, however.

Railroad Transportation Series. Dudley Pictures Corporation, 9908 Santa Monica Blvd., Beverly Hills, California. Grades 3-5. Good use of vocabulary and can definitely be shown to adults.

Family Outing Series. Long Filmslide Service, 7505 Fairmont Avenue, El Cerrito 8, California. Primary grades, and can be enjoyed by any age group.

B. Elementary stage

Controlled Reader, Intermediate. 1953. Black and white. Educational Development Laboratory, Inc., 75 Prospect Street, Huntington, New York. Includes 45 filmstrips with accompanying guides. Most of these are usable with adults.

Filmstrips, Slides, and Sound Films, in the Areas of Reading, Arithmetic, and Social Sciences (continued)

We Discover the Dictionary. 1946. Black and white; 10 minutes. Coronet Instructional Films, 65 E. South Water Street, Chicago 1, Illinois. Old, but good. Adventure in Word Series - Filmstrip Series. Excellent for adults. Includes work with prefixes, suffixes, synonyms, and antonyms.

Spelling and Other English Language Arts

Improve Your Spelling. 1951. Black and white and color; 10 minutes. Coronet Instructional Films, 65 E. South Water Street, Chicago 1, Illinois. Develops awareness of elementary spelling rules. Quite good for adults at elementary stage. Old.

Spelling is Easy. 1946. Black and white; 10 minutes. Coronet Instructional Films, 65 E. South Water Street, Chicago 1, Illinois. Includes five basic spelling rules of procedure. Would be good for adults in the early portion of the elementary stage.

All Aboard Punctuation Express Series. McGraw-Hill Publishing Company, 330 West 42nd Street, New York 36, New York. Somewhat dated; however, is highly usable with adults.

Who's Mispronouncing? Society for Visual Education, Inc., 1345 Diversey Parkway, Chicago 14, Illinois. Good association with pictures and sounds; comparisons of sounds and rhyming.

Arithmetic

Decimals and Percentage Series. Caswell-Elkins, Curriculum Films. Would be well appreciated by adults and easily understood because of organized development.

Fraction Series. Also excellent. Refer to preceding one on Decimals and Percentage Series. Goes from grades 3-6, including multiplication and division of decimals. Not offensive to adults.

New Horizons in Arithmetic Series. 1961. Webster Publishing Company, 1808 Washington Avenue, St. Louis 3, Missouri. Interestingly organized and presented. Adults should be intrigued by this filmstrip series.

Study of Measurement Series. Photo and Sound, 116 Natoma Street, San Francisco, California. Series is old but excellent for adults with its more sophisticated pictures and diagrams. Development is such that viewer moves easily through the entire series. Measurement of time, angles, linear, and curvilinear figures included.

Filmstrips, Slides, and Sound Films, in the Areas of Reading, Arithmetic, and Social Sciences (continued)

Social Sciences

Story of Communication Series. 1953. Color. Eye Gate House, Inc., 146-01 Archer Avenue, Jamaica 35, New York. Appeals to adults; vocabulary approximately at fifth and sixth grade level.

Weekly Reader Series. (Primary)

Learning to Use Maps Series. Encyclopedia Britannica Films, Inc., 1150 Wilmette Avenue, Wilmette, Illinois. Grades 4 and 5 vocabularies with good pictures of interest to adults.

Then and Now in California. Encyclopedia Britannica Films, Inc., 1150 Wilmette Avenue, Wilmette, Illinois. Grade 5 vocabulary. Should interest adults. Pictures are excellent and in color. Study prints such as published by John Gunther on Communication Helpers could accompany certain filmstrips. Also, a flashcard approach is excellent with sophisticated prints such as these.

C. Intermediate stage (Combine reading with content areas.)

Managing Your Money Series. Popular Science. Vocabulary is about grade 5 and is well suited for adults young and old. Included are practical tips as how to pay bills and how to write checks, receipts and other commercial papers.

New York Times Current Events Series. Interest level is very high, but the vocabulary is graded to about fifth or sixth grade. New filmstrip published every month. Excellent pictures.

Your State Government. Long Filmslide Service, 7505 Fairmont Avenue, El Cerrito 8, California. Vocabulary is of 8th and 9th grade, but information pertinent and beneficial to adults.

Bill of Rights. Encyclopedia Britannica Films, Inc., 1150 Wilmette Avenue, Wilmette, Illinois. Old filmstrip and vocabulary difficult. Must be handled by teacher, mainly.

Old Federal Government Series. Filmstrip House, 347 Madison Avenue, New York 17, New York. Variable vocabulary, accurate facts and excellent pictures. Tuberculosis Association has good filmstrips on the care of the body. May be used at elementary stage and upwards.

Filmstrips, Slides, and Sound Films, in the Areas of Reading, Arithmetic, and Social Sciences (continued)

D. Developmental stage

Filmstrips would have to be made locally or by larger companies. Since many county audio-visual offices have professional photographers, it may be possible to have films, filmstrips and study prints made in the curricular areas desired.

III. Materials Which Would Aid in the Learning of Manuscript and Cursive Writing.

Freeman, Frank. Handwriting Scale.

Pearson, Nell. An Experiment, with Evaluation, in the Eradication of Adult Illiteracy by the Use of TV Instruction. Grant by U. S. Office of Education, Florence State College, Alabama, 1961. Reference to materials and books used with illiterates in Alabama Literacy Project. Flash cards and sentence completion exercises demand the interested teacher's attention. Good in areas of reading and writing.

Ayre's Handwriting Scales. World Book Company.

Operation Alphabet. National Association of Public School Adult Educators. Washington, D. C.: NAPSAE, 1962. Deals with self-instruction in manuscript printing, well-organized and instructions written clearly. Making individual letters explained carefully.

Handwriting Scale from California Achievement Tests. California Test Bureau, Hollywood, California.

IV. Readability Formulas for Teacher-prepared or Commercially Ungraded Material

Fleish, Rudolph. The Art of Readability.

Lorge, Irving. Lorge Formula of Readability. Adaptable for grades 4-8.

Spache, George. Spache Formula of Readability. Adaptable for grades 1-3.

V. Opaque Projectors

Opaque Projectors made today are excellently suited for study in smaller groups of from 10 to 20 people. Flash cards can be placed on this machine and individual parts of a word can be examined by students and teachers. Other written material prepared by the teacher or the student can be studied efficiently.

Opaque Projectors (continued)

Machine is helpful where the entire group needs to concentrate on one point under the guidance of teacher. Studying punctuation and main ideas is a case in point.

VI. Materials to Aid the Skill of Listening

A. Tape Recorder
B. Radio
C. Teacher-made word discrimination lessons and tests. Difference between say and lay, discriminated auditorily by members of the class.

VII. Pictures Cut from Newspapers and Magazines

Students can place teacher-made captions over pertinent pictures or can place pictures with captions.

VIII. Achievement Tests

California Achievement Tests. Grades 1-9. California Test Bureau, 1957. A survey type of test including reading, language and arithmetic tests.

Iowa Tests of Basic Skills. Grades 3-9. Houghton-Mifflin Company. Measures achievement in functional skills and samples these skills more deeply than does the California Test.

Metropolitan Achievement Tests. Harcourt Brace and World, Inc., 1959 edition. Middle-first grade to ninth grade. Good for testing achievement in vocabulary, reading, comprehensive and arithmetic skills. A fair test.

Stanford Achievement Tests. End of first grade through ninth. Reading, spelling and arithmetic. From third grade and up, other language arts are included. From fifth grade and upward, tests of social studies and science are given.

Note: High school tests of achievement appear to be inappropriate for the type of student to be considered in basic adult education.

IX. Programmed Instructional Materials

Programmed Learning: A Bibliography of Programs and Presentation Devices, Third Edition. Hendershot, Carl H. Saginaw, Michigan: Scher Printing Company, 1964.

Professor Lumsdane at U.C.L.A., Department of Education, currently in five-year study (Ford Foundation Grant), analyzing programmed materials as to grade level, age, etc.

X. The Educational Media Index, 1964[1]

Volume 1, Pre-School and Primary, (Grades K-3). A comprehensive index to all subject areas, Kindergarten through third grade.

Volume 2, Intermediate, (Grades 4-6). A comprehensive index to all subject areas, fourth through sixth grade.

Volume 3, Art and Music, (Grade 7 through College, Adult). Architecture, Dramatic Arts, Painting, Photography.

Volume 4, Business Education and Training, (Grade 7 through College, Adult). Advertising, Banking and Finance, Management, Marketing, Secretarial Training.

Volume 5, English Language, (Grade 7 through College, Adult). Composition, Grammar, Literature, Speech.

Volume 6, Foreign Languages (Grade 7 through College, Adult). Grammar, Literature, Spoken Language.

Volume 7, Guidance, Psychology and Teacher Education (Grade 7 through College, Adult). Educational, Personal Vocational Guidance; Pre-Service, In-Service Teacher Education.

Volume 8, Health-Safety and Home Economics (Grade 7 through College, Adult). Personal Health, Driver Education, Physical Education, Sports and Recreation; Home Management, Child Care, Clothing and Foods.

Volume 9, Industrial and Agricultural Education (Grade 7 through College, Adult). Industrial Arts, Technical Training, Vocational Training.

Volume 10, Mathematics (Grade 7 through College, Adult). Arithmetic, Algebra, Geometry, Trigonometry, Higher Mathematics.

Volume 11, Science and Engineering (Grade 7 through College, Adult) Astronomy, Life Sciences, Earth Sciences, Chemistry, Physics; Engineering Education.

Volume 12, Geography and History (Grade 7 through College, Adult) Archeology, Anthropology, Philosophy, Religion.

Volume 13, Economics and Political Science (Grade 7 through College, Adult). Government, Law, Sociology.

Volume 14, Master Title Index. A non-descriptive list of all titles.

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[1]A project of the Educational Media Council (The first supplements were published in 1965.) McGraw-Hill Book Company, Inc.

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